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ABSTRACT

Educational opportunities provided by the General College of the University of Minnesota are described. Among the developments is outreach to working adults through evening and off-campus courses. Special career offerings include training in law enforcement to meet statewide police licensing standards as well as to provide a specific academic program. Additionally, opportunities to work toward baccalaureate degrees are offered for persons interested in fire science studies. A project that features education packages pairing a career education course and a general education course and counseling in career assessment/planning is offered. Weekend programs for working adults at the upper division level are being considered to coordinate with the programs offered by other colleges. Brochures describing the programs of the General College are being distributed to increase community awareness of the options that are available. (SW)

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GENERAL EDUCATION DEGREES
CAREER DIRECTIONS
norman w. moen, editor pro tem
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GENERAL COLLEGE AND ADULT LEARNERS

Enrollment at the University of Minnesota throughout this 1979-1980 academic year is at an all-time high, but sharp declines are predicted for the decade ahead. The number of persons turning eighteen will drop each year of the 1980's, reaching in 1990, a projected national loss just short of 800,000 full-time students. This loss combines with inflation, recession, and international tension to promise particularly bleak times for colleges and universities.

Yet the American Council on Education recently warned educators against "overactive pessimism." A report prepared by its chief economist, Carol Frances, states than instead of 800,000 fewer students, 1990 could see full-time enrollments in higher education increase by 1,098,000 or 3.5%, if certain "alternative strategies," which until now have been "discounted and overlooked," were adopted.

Frances points out that today, larger-than-usual numbers of foreigners seek permanent homes in the United States. They constitute a target group which could raise enrollment in American higher education by more than 200,000. (As a forthcoming Newsletter will relate, General College is rapidly gaining experience

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Note: An attempt to inventory the state of academic affairs in General College as 1979-80 wanes could prove to be a means of reporting progress made during the first year of a new administration; analyzing activities in the light of goals and priorities identified in a recently completed planning document; suggesting possible summer 1980 research/planning tasks; and forming an agenda for faculty discussion early in F'80. These potential outcomes are too important to go unsought. Newsletter will endeavor to attain them under old and temporary management, but in new and - thanks to Professor Margaret J. MacInnes - stunning guise. Forthcoming issues will deal with research-publication-evaluation, renovation of the Associate in Arts degree program, sponsored learning opportunities, college organization, and the retention project.

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and expertise in ways of working with this population.) Among other possibilities, Frances also suggests that recruiting more working people, adults 25 and over, could swell 1990 college classes by 352,000 full-time-equivalent students.

Planning, situation, and chance - all help explain why General College already is reaching out to adult learners, and is in an excellent position to increase the dimensions of this element in its future student body. But fundamental among all of the unique advantages it brings to this social service are organization and mission. This faculty - in which all of the basic fields of knowledge are represented and certain applied studies as well - is empowered by a great metropolitan university to offer a wide variety of innovative, non-traditional certificate, two-year degree, and baccalaureate programs which could prove attractive to, and appropriate for, adult learners.

The principles guiding General College into this and other kinds of service outreach were set out ten years ago in "The Development of General College 1970-1980," a statement cogently argued and beautifully written by Professor Frank Thomas Benson, recommended by SCEP, adopted by the University of Minnesota Senate on June 5, 1969, and subsequently ratified by the Board of Regents. The statement included these guidelines:

> (In General College) the approach to new programs should be pragmatic and pluralistic. Not one model, but a variety of models will be used in developing quite various certificate and baccalaureate programs. Planning of future programs may include, but should not be circumscribed by, such categories as credits, hours, grades, divisions, levels, of course.
> University of Minnesota Senate Minutes 1968-1969, Number 3, May 28, 1970.

Armed with this new and broad grant of authority, the General College faculty began to experiment with structure, delivery systems, and unconventional forms of both general and applied studies. It started by devising a course numbering

system which facilitated research in field experience learning, independent study, non-traditional courses, and one-time-only classes. It organized credit-heavy "package" or interdisciplinary courses, the first of which carries the intriguing title "Toward a Good Life." It adopted policies having the effect of recognizing for degree credit, where appropriate, work experience as well as courses of study successfully completed in public and private vocational-technical institutes. Its guidelines for students preparing applications for admission to individualized baccalaureate studies encourage them to incorporate in their programs documented evidence of different kinds of non-traditional, prior learning experiences.

One of the consequences of this programmatic flexibility and planned outreach is that we need to distill a decade of experience with these ventures into an up-to-date policy statement. We also must devise refined and perhaps standardized methods of documenting, reporting, evaluating, and crediting non-traditional learning.

Another consequence has been to move General College away from the parochial preoccupations of its post World War II years. Goal IV in "Planning for the 1980s in General College," a document prepared in December, 1979, by the Faculty Long Range Planning Committee, reads as follows:

> We will expand, make more visible, and improve our relations with other institutions and other units of the University in order to improve the efficiency of the relationships we have with them.

Behind this statement is the fact that General College courses, programs, and faculty are more than ever before woven into the fabric of higher education in Minnesota.

Outreach to working adults is one example of what is happening. The phenomenon can best be illustrated by describing present or pending General College relationships with CEE; MacPhail Center for the Arts; the POST Program (Police

Officer Standard Training); the Open Learning Fire Service Program (a national effort sponsored by the International Association of Fire Fighters); Paired General and Occupational Education Courses Taught at a Business Site (a program funded by the Northwest Area Foundation); the College for Working Adults (a project initiated by Minneapolis Community College); and our new campaign to publicize these and many other General College programs.

General College and C.E.E.: Ten years ago, 1700 students registered in General College courses offered by the Department of Evening Classes, C.E.E., through the three quarters of the academic year. In 1977-1978, the total reached 7451. This year, 114 General College courses taught by 62 faculty are listed in Evening Classes section of the Extension catalog. The Community Programs Department has sent General College instructors and courses to many kinds of students at places rather widely scattered throughout the region. The whole involvement has added significantly to incomes earned by our faculty. The following tables, kept by Professor Dewain Long, tell the story of this expanding outreach to a group consisting for the most part of working adults.

Degree Credit Registration in CEE 1971-1978

Year	Approximate Student Credit Hours Taught	GC Course Registrations	Increase or Decrease #	Increase or Decrease %	Total CEE Course Registration	GC % of Total CEE
71-72	11,700	2916			47,621	6.1
72-73	13,900	3476	+ 560	+ 19.2	52,328	6.6
73-74	17,100	4280	+ 804	+ 23.2	58,650	7.3
74-75	22,600	5662	+ 1382	+ 32.3	70,761	8.0
75-76	28,400	7092	+ 1430	+ 25.3	75,580	9.4
76-77	28,300	7080	- 12	- .2	73,141	9.7
77-78	29,800	7451	+ 371	+ 5.2	70,533	10.6

General College Classes Offered Through CEE Off-Campus and/or to Special Groups of Students

	Starting Date
Extension Classes - Campus	'68
Extension Classes - Hopkins	'68
New Careers	'68
St. Paul Head Start	'68
Rochester AVTI Instructors	'69
Zumbrota, Buffalo Head Start	'69
Project Newgate - St. Cloud	'69
Glendale, Pilot City Community Programs	'69
Extension Classes Neighborhood Programs Richfield, Robbinsdale, Burnsville, Roseville, Minnetonka, South St. Paul	'70
Minneapolis AVTI Instructors	'70
Early Childhood Studies	'71
St. Paul Community Programs	'71
Senior Psychiatric Technician Program Faribault, Cambridge	'72
Community Health Worker	'72
St. Paul Police	'72
Baccalaureate Program	'72
Rochester Consortium	'73
Extension Courses Out-state Morris, Duluth, Cambridge, Red Wing, Buffalo	'73
Stillwater Skills Center	'74
Nurse Anesthetist - Minneapolis	'74
Nurse Anesthetist - Rochester	'75
Cont. Ed. for Women - Math Anxiety Program	'76
Stillwater Consortium	'76
Lino Lakes	'77
Cosmotologists Conference	'78
Legal Paraprofessionals Conference Series	'79
Film on Aging Conference	'79

1977-1978 CEE Classes Showing GC Faculty

	F 77			W 78			S 78		
	EXT	CP	Total	Ext	CP	Total	Ext	CP	Total
Professor	12	1	13	7	4	11	12	1	13
Associate Professor	14	2	16	12	2	14	11	3	14
Assistant Professor	8	2	10	15	2	17	8	2	10
Instructor	13	13	26	9	11	20	11	10	21
Totals	47	18	65	43	19	62	42	16	58

Note: Ext.= Extension Classes; CP = Community Programs

Approximate Gross GC Faculty Salaries from CEE

Year	Amount	Accumulation
68-69	$ 26,000	$ 26,000
69-70	45,000	71,000
70-71	64,000	135,000
71-72	80,000	215,000
72-73	100,000	315,000
73-74	128,000	443,000
74-75	182,000	625,000
75-76	226,000	851,000
76-77	226,000	1,077,000
77-78	238,000	1,315,000

These figures do not take into account faculty who give cameo lectures, teach informal courses, or offer instruction by means of independent study combined with television. Another indication of the nature of this outreach is found in the fact that Extension students can earn General College certificates in aging studies, human services, and legal assistant training. Almost thirty percent of baccalaureate program candidates registered Winter, 1980, enrolled through CEE.

These students, as Professor Benson wrote in the 1969 statement, are "now" rather than "defer" oriented. They seek education leading directly to employment rather than to graduate study. We are fortunate that C.E.E. gives us mechanisms for access to them. As we seek to increase our outreach to working adults, we could well give systematic attention to strengthening our relationships with C.E.E., and to developing meaningful, forward looking articulation policies.

General College and MacPhail Center for the Arts: Meanwhile, the College is moving toward more direct association with one division of C.E.E., the downtown MacPhail Center.

For some time now, we have granted General College credit to students who complete specified amounts of study - say a University quarter of half-hour lessons - with MacPhail teachers. This relationship is being formalized and extended. On May 12, 1980, members of the ACP Division will vote on applications for adjunct faculty status in General College submitted by eighteen MacPhail instructors. Eighteen additional applications may be considered by the Division before the quarter ends. The consequence of these actions would be that specified courses offered by this adjunct faculty would be listed, with General College numbers, in both the General College and C.E.E. catalogs.

The new relationship also would bring MacPhail courses to the attention of campus students, open avenues to General College degrees for MacPhail students, and simplify credit-granting procedures.

General College and Police Officer Standards and Training (POST): In 1977, the Minnesota Legislature mandated state-wide licensing of police officers based upon minimum selection standards, special skills training, and a designated academic program. The law created a central POST Board to supervise this law enforcement education, to administer written and oral examinations, and to grant licenses. The executive director of the Board is Mark K. Shields, former General College student.

General College has the required coursework in its regular academic program, and, with the Department of Criminal Justice Studies in CLA, has been certified by the state board as one of the officially approved institutions where pre-law enforcement students may register. Professor Forrest J. Harris is program coordinator.

General College courses in the program include

GC 1235 U.S.: Law in Society
GC 1236 U.S.: The Crime Problem
GC 1237 Juvenile Delinquency
GC 3236 Introduction to Corrections
GC 3612 Mental Health: Principles and Practices
GC 3614 Psychological Intervention Techniques
GC 3217 Community Service Internship

The College does not guarantee that students will find positions in law enforcement, nor that those who complete all of the academic requirements also will meet the remainder of the Attorney General's standards for the hiring of police officers in Minnesota.

This form of outreach establishes General College in working relationships with POST programs available in Minneapolis and Golden Valley Community Colleges,

as well as with the Department of Criminal Justice Studies.

General College and Open Learning for Fire Service (OLFS): The International Association of Fire Fighters and C.E.E.'s Department of Independent Study have invited General College to participate in a program giving persons interested in fire science studies opportunities to work toward baccalaureate degrees. The new program would build upon work already available in some community colleges. Five or six universities are participating in this national effort. The University of Minnesota Program is intended to serve students from Ohio, Michigan, Indiana, Wisconsin, Minnesota, and North and South Dakota.

OLFS has its local academic home in our SBM Division. This faculty has reviewed and approved course outlines for

GC 3061 Analytic Approaches to Fire Protection
GC 3062 Fire Administration
GC 3063 Fire Prevention Organization and Management
GC 3064 Personnel Management for the Fire Service

This faculty also has reviewed and approved appointment of two adjunct members who, monitored by the Division curriculum committee, are directly responsible for developing these courses and offering them by means of independent study.

The program still is in early stages. Brochures advertising it have been distributed widely. General College participation moves our faculty into direct association with community colleges offering A.A. degrees in fire science, and could mean that their graduates have a place to transfer for continued study in their chosen field.

General College Career Preparation and Liberal Learning: A Project Funded by the Northwest Area Foundation: During the fall quarter, 1979, Professor William Hathaway wrote an imaginative and practical proposal which represents still another example of General College outreach to working adults. Funded

through 1981 by a grant from the Northwest Area Foundation, the project features education packages pairing a career education course and a general education course, offering counseling in career assessment-planning, and including provision for evaluation. The paired courses relate to, or complement one another; for example, theoretical applications with practical applications, or the historical perspective with the current state of the art. The packages are taught at the place of business, and mix employees and on-campus students.

The entire project is based upon principles articulated not long ago by President Stephen Muller of the Johns Hopkins University:

> The truth is that education is an asset to the fullness of life beyond the martketplace and that liberal arts education in particular builds a foundation for a society in which culture and civilization can flourish alongside the productive economy. This is why a liberal arts component is involved in almost all vocational, technical, and professional curriculum.

The paragraphs which follow were written by Professors Roger Larson and Dewain Long, project coordinators, in a progress report submitted to the Foundation at the end of March.

> During the fall and winter of the 1979-80 academic year, discussions were held with a number of local firms. While most of the firms espressed interest in the project, obtaining the go-ahead from managment, determining the appropriate course pairings, and ironing out all the administrative details involved in such joint undertakings are time consuming and often frustrating tasks. We have, however, completed arrangements with Control Data Corporation and with Land O' Lakes officials, Introduction to Data Processing and Communication Skills: Fundamentals of Usage and Style, were chosen as a result of an assessment of the interests and needs of their employees.
>
> The General College faculty who will teach the classes are attempting to integrate the courses and to utilize the resources of the company to enrich the experience for the students. For example, the communication course will utilize company memoranda and style manuals for some of its content, and corporate officials will be used as resource persons whenever possible. The data processing course will use corporate computer facilities, and corporate data processing personnel have been involved in determining course

content. The educational facilities at Land O' Lakes are excellent, and the corporate headquarters are convenient to the university, so transportation for students should not cause problems.

The Control Data project...is unique in that it combines not only two different student populations and two different types of courses, but two distinctly different instructional modes--individualized programmed instruction and conventional classes. The integrated course entitled Male/Female Communication--Affirmative Action combines selective PLATO programs with selected parts of General College communication courses. While the formal classroom segment of the instruction will be at Control Data Headquarters in Bloomington, the programmed parts of the course can be completed independently at any of the eight Control Data Learning Centers. As is true with the Land O' Lakes project, course development and planning has been done cooperatively by company officials and General College faculty.

While we hope that the cooperative projects offered with Control Data and Land O' Lakes Corporations will be so successful that both firms will want to continue them next year using different course offerings, negotiations are being conducted with several other firms to offer programs during 1980-81. Courses will be offered at Western Electric Corporation fall quarter, but the specifics have not yet been determined. Since the local Western Electric facility is working on managment training for its clerical and production employees, it appears that courses in applied supervision may be part of the program. Plans are to involve at least six different firms over the two year term of the grant with as much variance in programs as is possible in order to obtain a meaningful evaluation of the overall project.

Up to this time most of our effort has been in publicizing the project, deciding upon appropriate combinations of courses, and coping with administrative details. Little has been done about designing the overall evaluation scheme except for determining what descriptive information we need about our populations and devising forms for collecting it. In addition, we have discussed evaluation aspects of the project with the cooperating firms and have asked them to start formulating the questions they would like answered. The firms seem particularly interested in learning how effective a project such as this will be in encouraging employees to continue their education; apparently, tuition reimbursement programs are little used at some firms. They wonder whether making college courses available right on company premises and using some company time will encourage participation.

From the General College standpoint, we are interested in on-campus student reaction to the integrated nature of the offerings, the different peer groups, and the different learning environment. The instructors who have developed and are teaching Male/Female Communication--Affirmative Action are interested in attitudinal aspects, and are trying to find or develop systems for assessing

attitudes and attitude change in a learning situation devoted almost exclusively to the affective domain. Just as the courses are being developed cooperatively, so too are we attempting to develop the evalualuation model cooperatively. While we have not yet selected an outside evaluator, we are considering some candidates and hope that the selection can soon be made.

General College and the College for Working Adults (CWA): The college for working adults, which sometimes is called the weekend college, is the brainchild of Wayne State University, an institution with mission and situation similar to those of General College. The faculty at Wayne State is interested in serving adults who wish to pursue college studies while continuing to work full-time, but who hesitate to make commitments to degree objectives which until now could be attained only after ten or more grinding years of traditional night school classes. With the help of grants from the National Endowment for the Humanities and the Fund for the Improvement of Post Secondary Education (FIPSE), Wayne State produced packaged courses unified by a common focus or theme; offered by means of educational television, independent study, and occasional Saturday and evening classes; totaling twelve credits a quarter; and incorporating career counseling.

The plan has been so successful that materials prepared for it are being used in other institutions, Minneapolis Community College among them. President Kent Johnson and program director James Field, representing the community college, approached Dean David L. Giese last year about joining them in this outreach. They anticipated, and have since learned, that these working adults are articulate, motivated, ambitious students - a splendid addition to the undergraduate population mix. But many of them seek baccalaureate, not associate, degrees. And that is the point at which the programs of Minneapolis Community College and General College mesh.

The first students matriculated winter quarter, 1980. Sixty were expected;

170 appeared. The figure rose to 250 this spring term. In addition to Wayne State and locally generated materials, the curriculum included packaged courses from Dade County Community College in Florida and the University of Mid-America; two social science packages; three humanities packages; and one science package. Each of these packages awards twelve quarter credits. The Minneapolis project is supported by released time and foundation grants. Most of the instructors are adjunct faculty.

With some extension work already on the record; with distribution requirements satisfied at the community college; with credit awarded for technical education and work experience - with all this, some of the weekend college students soon will be ready for upper division study. University Without Walls and Metropolitan State University will attract some of them. It is appropriate that this should be so, but these institutions have no faculty. Classes have to be arranged and advisors found. Enrollment in General College baccalaureate programs through CEE mechanisms could prove an attractive alternative route.

Because an estimated 40% of the group currently enrolled appears interested in combining business and general studies, Professor Patrick Kroll and Administrative Assistant Shirley Krohn will attend the community college career day on April 19, 1980. An orientation to General College baccalaureate programs on the GC 1894 model will be offered at the College in mid-May. These two experiences will give us some "feel" for this project.

Meanwhile, General College is committed to offer several upper division general education packages in a college for working adults program during the 1980-1982 biennium. The courses and tentative instructor list are as follows;

Toward a Good Life, F'80; W'81 - Hathaway, Jefferson, MacInnes
Energy and Politics, W'81; S'81 - A. Johnson, Adamson, Harris
Conflict Resolution, S'81; F'81 - Hathaway, Koch, Jefferson

Package possibilities for 1981-1982 could include concentration upon such themes as Consumerism, Sports in America, Minnesota People and Resources, The Seasons (Yahnke, Detzner, A. Johnson and Dean Buckley), Revolutions in America, and Greatness.

This fascinating project brings many questions in its train. How is it to be funded? Administered? Who will prepare materials and/or teach courses? Does the program promise to increase enrollments, substantially, in our baccalaureate programs? What should be done to ensure that the curriculum meets student expectations and needs? What structures should be built for advising, coordinating, articulating?

Some of these subjects are sure to be considered at a future faculty colloquium. Meanwhile, hardy colleagues who are pioneering in our college for working adults (CWA) next year deserve a salute, wholehearted support, and many good wishes from the rest of us.

General College Poster Brochures, Adviser/Counselor Guides, and Their Distribution:

All of these outreach activities are of little practical value if few know about them. Accordingly, the College administration has given communication specialist Bruce Hixson the task of preparing poster brochures calling attention to twelve of our programs, answering most-often-asked questions about them, and offering referral information:

Commanding English
Cooperative Education
Community Service Internship
Baccalaureate Programs
Dental Assisting
Human Services Generalist
Legal Assistant
Marketing
Radiologic Technology
*Aging Studies
*Professional Sales
*Vocational Teacher Education

(*)= in production

The adviser/counselor guides, meant to serve as convenient resource documents, contain information about

Cooperative Education	Legal Assistant Program
*Community Service Internship	*Human Services Generalist Program

These convenient publications have been distributed to CEE counselors; admissions advisers and all staff in the Prospective Student Division of Admissions and Records; disadvantaged students; the Williamson Information Bureau; the Eddy Hall Education/Career Publications Library; and Morrill Hall officials.

The very extensive mailing list for the brochures, also generated by Mr. Hixson, totals 1200, includes the above and all...

Minnesota high school counselors (750)
Minnesota AVTI counselors
Community college counselors, administrators
State university counseling offices
Private proprietary schools having credit transfer relationships with General College, and the
ERIC Clearinghouse for Higher Education, Washington, D.C.

Never in all its history has such a massive effort been made to inform the world of education about the works and ways of General College. This publication project is still another aspect of contemporary General College outreach. Others will be reported in immediately forthcoming Newsletters.